

## **Pedagogical foundations of the formation of a sensitive and careful attitude to nature in preschoolers**

*Sevinj Valieva*

Dissertation candidate of the Nakhichevan State University, employee of the Nakhichevan Pedagogical Institute.

### **ABSTRACT**

*The article discusses the pedagogical foundations of the formation of a sensitive and careful attitude to nature and natural phenomena in preschoolers. The article shows that in order to form a sensitive and careful attitude to nature in preschoolers, it is necessary to determine the pedagogical foundations of this work, as well as to establish the corresponding principles and methods. To form a sensitive and caring attitude to nature in preschoolers, it is important to adhere to relevant principles. The main task is both moral education in schoolchildren, the formation of moral ideas in them, the education of moral feelings, and instilling in children from an early age a love for nature and a respectful attitude towards it. This formation uses methods such as persuasion, reward and punishment.*

**Keywords:** junior schoolchildren, ecological environment, ecological feeling, ecological education, empathetic attitude, caring attitude, persuasion method, ignition method, method of reward and punishment.

It is impossible to form such a relationship without teaching children to be sensitive and caring. To form a sensitive and caring attitude in preschoolers, it is necessary to determine the pedagogical foundations of this work. In our opinion, for this it is necessary to correctly define the appropriate principles and methods of this work.

This work should be carried out primarily in primary school. Because children are easier to teach, they believe us and listen to our words. Among the subjects that help in this, a special place is occupied by the lessons "Native Language" and "Cognition of the World".

In the pedagogical process, it is important to refer to the relevant principles, as well as to apply certain methods when solving educational problems. Because when determining the pedagogical basis of the problem in teaching both the Azerbaijani language and life sciences, first of all, it is necessary to correctly define the system of principles and methods that will be applied in the pedagogical process. Therefore, first of all, we considered it expedient to determine the foundations of compliance with the relevant pedagogical principles and methods in the primary grades of the school in the lessons of the Azerbaijani language and knowledge of the world, in relation to young schoolchildren with a sensitive and careful attitude to nature. In the process of teaching both subjects, we found it expedient to define the following basics of referring to general pedagogical principles when teaching young schoolchildren sensitivity and respect for nature:

1. The principle of linking environmental education with life, work and building an independent state.

The reference to the principle of linking environmental education with life, work and the building of an independent state has many advantages. The first of them can be considered as general, and the second as special. The general features of the principle of linking environmental education with life, work and the building of an independent state are explained by the general pedagogical and general didactic approach to this principle. The peculiarity of referring to this principle is the approximate organization of the process, the normal implementation and correct assessment of the sensitive and careful attitude of students to nature. Referring to this principle, it is recommended to act in accordance with the requirements of the principles of environmental education during the period of life events and the formation of an independent state, influencing the development of a sensitive and careful attitude of students to nature.

2. The principle of the expediency of environmental education. This principle is one of the leading principles of education in scientific pedagogy. When setting the goal of forming a sensitive and careful attitude of schoolchildren to nature, it is recommended to clarify the essence, content, possibilities and ways of achieving this goal.

In addition, primary school teachers need to plan activities aimed at achieving their highest goals in order to instill in young students a sensitive and caring attitude towards nature. That is, they must set a specific goal for themselves in order to teach schoolchildren to be sensitive and careful to nature.

3. The principle of taking into account the age characteristics of environmental education. In our opinion, schoolchildren should be taught from infancy to sensitivity and respect for nature, so that in childhood, i.e. during their school years, they developed a sensitive and careful attitude towards nature. In this case, it is possible to work in the field of environmental education in the directions from elementary to advanced and from simple to complex.

4. The principle of taking into account individual characteristics in environmental education. To teach young people to be sensitive and respectful of nature, it is important to approach them individually. By taking a personalized approach to young students, you can learn how sensitive they are to nature and natural phenomena and in what context they can care. Therefore, it is necessary to take into account the principle of taking into account the individual characteristics of children as one of the principles of the formation of a sensitive and careful attitude towards nature in schoolchildren.

5. The principle of consistency, consistency, continuity and regularity of educational work in the process of environmental education. To identify, develop and form a sensitive and careful attitude of schoolchildren to nature, it is necessary to consistently, systematically and regularly implement the goal set in this area. The consistency, systematicity and regularity chosen to indicate a specific principle should be instilled in children from an early age. In other words, it is necessary to teach schoolchildren first theoretical information about natural phenomena, then about the methods of a sensitive approach to them, and then about the possibilities of caring for nature.

6. The principle of optimism in environmental education. This principle is appreciated as educational work carried out taking into account the positive qualities, exemplary actions and good qualities of children. To teach young schoolchildren to be sensitive and careful to nature, they must be approached, taking into

account their good deeds to nature and natural phenomena, the positive aspects of their behavior. We must not forget that in addition to children who are exemplary in preparing for lessons, completing assignments, attendance, effective work in public affairs, lazy, disobedient children have positive qualities. Primary school teachers should consider these positive qualities in environmental education. That is, the class teacher should be optimistic about this. He should think that I will instill in my students a sensitive and careful attitude towards nature, and I will definitely form this attitude in them. This should be accepted by the homeroom teacher as a principle. In this case, one can trace the optimistic attitude of primary school teachers to the formation of a sensitive and careful attitude towards nature in schoolchildren.

7. The principle of respect and relevance in the work of environmental education. These principles of upbringing are based on the corresponding pedagogical laws, and also the principle of the same name lies at the basis of this principle. Explaining the essence of this principle, we must say that in the process of environmental education, that is, in the process of forming a sensitive and careful attitude of young schoolchildren to nature, along with respect for it, the fundamental goal is to present certain requirements. Therefore, primary school teachers, both in the educational process and in extracurricular activities, should show respect and patience towards students in the formation of a sensitive and careful attitude towards nature.

8. The principle of the unity of the requirements of environmental education and the expectation of the unity of collective influence. This principle is also a principle arising from the corresponding laws. By the nature of this principle, all students should be treated equally when they teach young students to be sensitive and respectful of nature. If an elementary school teacher treats one group of students in a class according to one type, and to another according to completely different requirements, he will not be able to form in students a sensitive and careful attitude towards nature. Therefore, primary school teachers, both in the learning process and outside of it, when educating young schoolchildren to be sensitive and respectful of nature, must prepare and implement all the information, information, teaching materials provided to them on the basis of uniform requirements.

9. Involve students in public activities for environmental education. The involvement of schoolchildren in social activities is very useful in the formation of a sensitive and caring attitude towards nature. It is important to involve students in social activities in the family, in the social environment and in the pedagogical process. In this case, the educational traditions of schoolchildren, such as teaching sensitivity to nature, natural phenomena, plants, the ability to care for plants, can lead to the emergence of social traditions.

10. The principle of taking into account sex characteristics in the process of environmental education.

Gender differences must be taken into account in the formation of a sensitive and careful attitude towards nature in schoolchildren. For example, if girls are instructed to grow plants such as coriander, dill, mint, basil in the garden, this work will be very helpful. Or, if boys are tasked with planting and pruning trees, they will be more than happy to take care of it. Or, if girls are asked to make pots to create greenery at home, they can surely do it well. Therefore, it is important to include sex education in environmental education, that is, in the formation of a sensitive and careful attitude towards nature in schoolchildren.

11. The principle of taking into account psychological development in the process of environmental education. It should be taken for granted that this principle also follows from the pattern of the same name. Commenting

on the essence of this principle, it should be noted that the formation of a sensitive and careful attitude to nature among schoolchildren is valued as their psychological study. Because junior schoolchildren first feel, then perceive nature, natural phenomena, greenery. They evaluate each of the natural phenomena they perceive through speech, after filtering their imagination and thinking. The value they give to nature and natural phenomena makes them develop a sensitive and careful attitude towards nature.

Environmental education methods. To form a sensitive and careful attitude towards nature in schoolchildren, it is necessary to use a number of educational techniques. To do this, it is necessary to determine the methods of education that serve to educate schoolchildren for a sensitive and careful attitude towards nature. We considered it appropriate to define these methods as environmental education methods as follows:

Convincing methods of environmental education. These techniques are also classified as consciousness and belief formation techniques. Don't be persuasive by giving a warning to this classification; persuasion by exhortation; persuasion by persuasion; persuasion by guidance; persuasion by explanation; persuasion by giving recommendations; persuasion through personal conversation. Involvement methods are included in extracurricular activities.

Persuasion in the process of environmental education. Through this method of persuasion, students need to be convinced of the unique role that nature and natural phenomena play in human life. They must believe that when nature, natural phenomena, greenery and meadows are preserved in an ecologically clean form, positive changes occur in the way of life of all living things, including humans. We must try to convince students that a clean environment prolongs the life of all living things.

Persuasion consulting for environmental education. Parents, elementary school teachers, school leaders, and community leaders should try to convince young learners that humans and all living things are part of nature by giving them the advice they need when teaching them to be sensitive and caring for nature. The ecological purity of nature plays a unique role in human life.

Persuasion through language in the process of environmental education. Sometimes young schoolchildren are indifferent to nature, natural phenomena, greenery and the hydrosphere in general. In this case, you need to express them. They need to be convinced that protecting the environment by all people is one of the most important conditions.

Persuasion guiding in the process of environmental education. In academic pedagogy, it is important to include persuasion in the process of environmental education as one of the methods of persuasion. Because students, especially school children, need to be guided to participate in yard activities, gardens, orchards, landscaping, tree planting and tree care activities. Young students are more easily persuaded by teaching them to be sensitive and respectful of nature. For this, it is important to regularly use the persuasion method.

Persuasion through understanding the process of environmental education. When teaching young children to be sensitive and caring for nature, it is necessary to explain to them that people cannot lead a healthy lifestyle without preserving a clean environment. We need to convince them that we cannot purify the air we breathe without creating greenery. In order to instill in students a sensitive and careful attitude to nature, it is necessary to give them the most necessary recommendations. For this it is useful to apply the method of persuasion by giving recommendations. When giving advice to students, it is necessary to give them a lot of

advice on how to love and take care of nature, penetrate into natural phenomena, plant trees, plant greenery, and protect the purity of water. Suggestions for young learners to be sensitive and respectful of nature should be implemented in more personalized conversations.

Persuasion through personal conversation in the process of environmental education. It is very helpful to teach young schoolchildren to be empathetic and caring for nature by inviting them to have one-on-one conversations after school. It is also helpful to teach young people how to plant trees, care for trees, protect greenery, and deal with environmental disasters in one-to-one conversations. The best way to do this is to involve young students in extracurricular activities.

Methods of incendiary environmental education. In academic pedagogy, ignition methods are considered one of the leading methods. As in all educational work, it is necessary to use acclimatization methods in environmental education. Particular attention should be paid to the use of appropriate methods to teach young children sensitivity and respect for nature. It is advisable to use a number of adaptation techniques for the formation of a sensitive and careful attitude towards nature in schoolchildren. Among these methods are those accustomed to the regime, accustomed to socially useful labor; fire by making demands (making demands); ignition with confidence by giving instructions; Specialization takes a special place in extracurricular activities.

I get used to learning to comply with the regime during environmental education. When applying this method, it is necessary to determine a specific mode of teaching young schoolchildren to be sensitive and respectful of nature. Children accustomed to this regime will be accustomed to regularly planting trees, tending trees, planting greenery, growing flowers in pots, keeping water clean and dealing with environmental disasters.

Learning to socially useful labor in the process of environmental education. In general, parents, homeroom teachers, and those responsible for extracurricular activities should work purposefully to educate their children for community service. It is necessary to involve students interested in planting more trees in the community, students who seek to plant greenery in school areas, students interested in creating green spaces in prominent places of the village, town and city. In addition to subject teachers, class teachers and school community organizations should be involved in promoting this work. Because the teaching of young schoolchildren to socially useful work should be taken as a concrete principle.

Ignition by setting requirements during environmental education. Students must be presented with certain requirements for cleaning the environment and combating environmental disasters. Such a requirement for young schoolchildren orients them to actively participate in activities related to the purification of the environment, as well as in the fight against environmental disasters.

Teaching must be exemplary, giving assignments and trusting environmental education. It is very useful to give students specific tasks so that they get used to caring for nature and natural phenomena. Provided that the tasks serve a specific purpose. "Today you must go to a city farm and plant 10 trees for a man", "You must plant 10 fruit trees for a man in your yard", "You must find and heal wounded birds and release them into nature", "Each of you must fight environmental disasters every day." Students can be taught to be sensitive and caring for nature by giving them tasks such as

Getting used to involving students in extracurricular activities in the process of environmental education. In addition to the educational process, primary school teachers should involve students in a number of extracurricular activities to take care of their environmental education during extracurricular activities. Because schoolchildren can be taught to be more empathetic and take care of nature in extracurricular activities. Because schoolchildren have more opportunities for extracurricular activities to form a sensitive and careful attitude towards nature.

It is also helpful to use incentives and punishments in environmental education. Because during the promotion, praise with kind words, written and oral gratitude, appreciation with valuable gifts, praise, hanging photos of students who have distinguished themselves in the field of environmental education, awarding honorary diplomas to students who have distinguished themselves in the field of environmental cleaning and gardening, school, village, village, to award diplomas I, II, III degrees to students who regularly work in the field of landscape design and are exemplary in their work.

Applying general pedagogical methods, one should not forget about the methods of punishment. Students who are weak in environmental education and indifferent to natural phenomena can be punished with a reprimand, a reprimand, a reprimand.

All this ensures the formation of a sensitive and careful attitude towards nature and natural phenomena in schoolchildren when organizing environmental education.

## REFERENCES.

1. Karimova B., Mekhtieva G. Life knowledge (Textbook for 2 grades). Baku, Aspoligraf, 2014.
2. Ali Polad. Water drop. Part I. Baku, A4 offset printing, 2011.
3. Gashimov A., Sadigov F. Azerbaijan People's Pedagogy. Baku, Communication, 2000.
4. Sadigov F. Pedagogy (textbook), Baku, Adiloglu, 2012.
5. Sadigov F., Alieva G., Abbasov M. Ethnopedagogical foundations of environmental education, Baku, Nurlan, 2007.
6. Aliyev F., Badalov A., Huseynov E., Aliyev F. Ecology (textbook for universities) Baku, 2012.